2016 Cohort Reform/Redesign Plan

Transformation Model

Gardner Academy

Lansing School District

Transformation Model
Cohort 2016

Introduction

Schools identified in the bottom 5 percent of public schools in the State of Michigan are required to submit a Reform/Redesign (RR) plan to the State School Reform Officer. MCL 380.1280c (2) requires the plan to be submitted within **90 days** after being placed under the supervision of the State School Reform/Redesign Officer. The RR plan should be developed to be implemented for three consecutive school years after the initial planning year.

Directions

- Use MS Word to draft and edit each item, a maximum of 325 words are allowed per item, cut and paste the text into the fillable form fields for each requirement.
- Provide a copy of any addendums to collective bargaining agreements necessary to implement the plan.
- Acquire the signature on the final page before submitting.
- Complete all requirements and submit by **Monday, May 1, 2017** to the State School Reform Redesign Office (SRO) at DTMB-SROplans@michigan.gov.
- Questions can be directed to Jill Baynes, Office Coordinator, at (517) 284-6972 or baynesj@michigan.gov.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of your Reform/Redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

- Priscilla Ellis, Principal, priscilla.ellis@lansingschools.net
- Lacey James, Assistant Principal, lacey.james@lansingschools.net
- Quianna Davis, Student Support Specialist, quianna.davis@lansingschool.net
- Georgia DeMeyers, Parent, Phone: 517-703-7931
- Ben Botwinski, Executive Director of School Improvement, ben.botwinski@lansingschools.net
- Delsa Chapman, Executive Director of Student Learning, delsa.chapman@lansingschools.net
- Mark Coscarella, Deputy Superintendent, mark.coscarella@lansingschools.net

PART B: TEACHING AND LEARNING PRIORITIES

State two or three "big ideas" for your Reform/Redesign plan that are intended to change teaching and learning *in ways that promote student growth* in your school. State what data were used to identify these ideas.

Big Idea #1. *Improve Climate and Culture.* The staff at Gardner will build positive behavior and academic expectations with a focus on implementing schoolwide strategies and structures. Gardner staff will develop an understanding of how best to create learning environments that are conducive to the success of all students including intensive training and support related to relationship building and social-emotional health and wellbeing. Emphasis will be placed on job-embedded training and on-going support related to CRPBIS implementation.

Data used: Attendance rates; rewards, recognitions, and incentives; suspensions and behavioral referrals.

Big Idea #2. *Increase Academic Excellence*. The staff at Gardner will implement a multi-tiered system of support (MTSS) in order to increase math and ELA proficiency. Gardner staff will do so by aligning resources and training to design and deliver innovative learning experiences for all students. Teachers will continue to learn how to collect and interpret data that they will use to inform and differentiate instruction in order to better meet unique student needs. Teachers will progress monitor student learning using AIMSweb to provide tiered supports when needed to address skills and content that may be lagging in comparison to the goals and objectives outlined within the Michigan Curriculum Standards and district-developed pacing guides.

Data used: Proficiency rates in math and ELA on M-STEP and AIMSweb.

Big Idea #3. *Increase Student Engagement and Civic-Mindedness.* The staff at Gardner will implement schoolwide leadership and enrichment opportunities in conjunction with nationally reputatble leadership programs in order to increase student engagement, increase civic-mindedness, and expose students to career and college opportunities.

Data used: Student surveys; attendance rates; and suspensions and behavioral referrals.

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the principal and increase leadership capacity at the school.

> Indicator 1A: In your response, describe how the district has taken the following actions:
> **(a)** a new principal has been hired that has turnaround competencies, **or**
>
> **(b)** the current principal has turnaround competencies, **or**
>
> **(c)** a principal with turnaround competencies will be hired before the end of the planning year
>
> Indicator 1B: In your response, describe how the district will increase leadership capacity.

(1A) The district is committed to adhering to all requirements and is going to opt for (A) *a new principal with has been hired that has turnaround competencies.* Mrs. Priscilla Ellis, Gardner's principal was hired in the summer of 2016. Mr. Lacey James, who brings more than 15 years of experience, was named the new assistant principal. Prior to being named the principal, Ms. Ellis was a teacher at the district's alternative school where she served as chairperson of the school's improvement team and as a member of the district's instructional council. In the summer of 2016 Gardner underwent a reconfiguration and throughout the transition Mrs. Ellis has relied on her ability to identify and focus on quick wins in order to ensure strong collaboration among the Gardner staff. Mrs. Ellis and Mr. James were asked to integrate staff members that were assigned to the building from across the district and they began by immediately identifying core instructional practices and climate and culture processes that would be shared schoolwide. Mrs. Ellis demonstrated her ability to break organizational norms by soliciting unconventional community partners very early in her principalship. As instructional leaders, Ellis and James have trained their staff on the newly adopted Marzano evaluation tool and worked with district support to put low-performing teachers on improvement plans. Through the use of item analysis, classroom-level data digs, and instructional process data (i.e., iCollaborate) this leadership team has been able focus staff attention and efforts on identifying sound instructional strategies. They have been able to use data to drive improvement in climate and culture in ways that have already led to a reduction in behavioral referrals and suspensions. Although just recently identified as a priority school, Mrs. Ellis and Mr. James have been to galvanize their staff around many of the key improvement strategies outlined in this document.

(1B) At Gardner, there are a variety of opportunities for growth in leadership (both for the principal and for teachers). Teachers that demonstrate the desire to increase their leadership capacity are invited to participate in monthly school improvement initiatives, district-level curriculum steering committees, and several school teams including: iCollaborate Leadership Teams; CRPBIS Leadership Teams; Problem-Solving Team; School Improvement Team; etc. Teachers can also serve as teacher-in-charge and take on leadership roles through a variety of other distributed leadership opportunities.

One specific example, related to Gardner's second Big Idea (i.e., Increasing Academic Excellence) is the twice-monthly grade-level PLCs. The PLCs provide opportunity for individual staff members to assume on-going leadership roles that directly impact the curriculum and instruction at the school.

Teachers are also encouraged to continue developing their leadership skills through regularly scheduled district and ISD-based opportunities. The responsible parties for this work vary but include district-level leaders, as well as work with external partners such as Ingham ISD. The district supports efforts to increase leadership capacity, by providing teachers opportunities to become leaders on district-wide steering committees, Professional Council, as well as the

district's Instructional Council.

Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.

> Indicator 2A: In your response, detail the collaborative process used to create a teacher and leader evaluation plan and explain how the evaluation includes student growth as a significant factor (25% for 2017-2018, 40% by 2018-2019) of educator evaluations.

> Indicator 2B: Also, detail the districts process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff.

(2A) Teachers in the district will be evaluated using the Marzano Evaluation Framework. 25% of their teacher evaluation is currently based on student achievement (i.e., student growth) scores. While the teacher evaluation tool and processes are contractually "prohibited subjects", the district collaborated with the teacher's union (LSEA) and gathered their input on the evaluation process and instrument. The percentage of student growth in each tool will comply with all legislatively mandated laws and should remain 25% for the 2017-2018 school year, and increase to 40% by 2018-2019 school year.

(2B) Principals will be evaluated using an instrument collaboratively agreed upon with the administrators group (LASA) and will adhere to the same robust student achievement standards outlined in the teacher evaluation tool. Principals are evaluated using the Mazano School Leader Evaluation Framework that also includes a robust student growth component. 25% of their current evaluation is based on student growth. The percentage of student growth in each tool will comply with all legislatively mandated laws and should remain 25% for the 2017-2018 school year, and increase to 40% by 2018-2019 school year.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

> Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement.

> Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

(3A) School leaders, teachers, and staff will be rewarded for increased student growth and implementing the instructional improvements with fidelity through the Board of Education and district recognition processes (i.e., district newsletter, etc.). District administrators, principals, and teachers are allowed to submit recommendations for formal recognition. Criteria for such recognition will vary but could include increasing student achievement and outstanding leadership related to improvement. Recognition occurs in an ongoing fashion, through district newsletters. Teachers are also able to receive the Elsie Maille Award for effective teaching and leadership. In addition, the district offers the Hinman Award which provides teachers with funds to complete their graduate school work based on excellence in the classroom. Both awards are peer and principal nominations.

The Gardner staff is recognized for their work increasing student achievement through principal-based recognition systems including regular shout outs, teacher appreciation, and monthly snacks. Teacher recognition celebrations occur multiple times throughout the year. Teachers who demonstrate competence and excellence are invited by the principal, to participate in school improvement initiatives, district-level curriculum steering committees, and to serve as teacher-in-charge. Every staff member is provided the opportunity to serve as leader on the school improvement team. Grade-level teams/PLCs provide another opportunity for individual staff members to directly affect the curriculum and instruction at Gardner.

(3B) Removal of teachers who have not increased student achievement, based on the teacher evaluation tool, is a

yearly process that has already been established by state legislation for priority schools. Removal of school leaders who have not improved practice or student achievement is subject to MCL.380.1229 timelines and criteria. Notification for consideration of non-renewal of administrators must be done by the Board of Education 90 days prior to the termination of their contracts; final non-renewal consideration must be done 60 days prior to the termination of their contracts. Non-renewal decisions cannot be based on "capricious or arbitrary" reasons. Decisions about recognition and removal will only be made after there is sufficient data (achievement and other) to make informed, non-arbitrary, assessments of school and district personnel. Teachers who are deemed ineffective are subject to the legal/contractual processes which direct the replacement procedures. However, prior to removal, they will be provided with opportunities for learning and growth through individual improvement plans (part of the formal evaluation process), involvement in PLCs, and collegial support aimed at implementing instructional changes.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #4: The district provides staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with staff to ensure staff can facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

> Indicator 4: In your response, describe how the school's plan for professional development reflects the "Big Ideas", is ongoing, high-quality, job-embedded and aligned to the instructional program.

In 2012-2013 the district launched a professional learning initiative (iCollaborate) in PK – 3 and 4 – 6 schools. The district expanded those efforts into 7 – 12 schools during the 2013-2014 school year. EDU-SNAP is a time interval instrument that codifies the students' classroom experience, percentage of time the student is in an activity setting, percentage of time in a content area, percentage of time a student is subjected to a teaching approach, and percentage of time a student is not engaged in any kind of instruction. CLASS is a rubric-based classroom observation instrument that determines the extent to which there is positive or negative climate, development of content, and classroom productivity. The data from these two instruments serve as the grist for job-embedded collaborative inquiry (known as iCollaborate) about how to improve instructional practices, increase learning time, and provide a seamless transition from grade to grade.

The needs of Gardner students have led the staff to pursue significant changes to the way we approach the education of our students. With a new focus on implementing a MTSS, the Gardner staff will utilize 90 minutes of focused collaboration (captured through a delayed start one day per week). This time will be used to provide high-quality, job-embedded, PD in order to expand on effective instructional strategies. In addition, Gardner will also make effective use of existing screening and progress monitoring tools, in order to analyze student achievement data through a MTSS and intervention blocks (IIBlocks).

During collaboration time the staff at Gardner will utilize a closely monitored and facilitated PLC program focusing on developing skills and knowledge that will support the implementation of our big ideas. PD topics will be reoccurring and include job-embedded feedback and support. Please see APPENDIX A for additional details and a DRAFT PD calendar for the 2017-2018 school year.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible working conditions.

> Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

> Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school. based on student needs.

(5A) The district will recruit staff for placement in the building in the fall of 2017 based on the following criterion: commitment to school vision, mission, and goals; previous teacher evaluation ratings (including previous successes in improving student achievement and learning gaps); relevant/specialized training; and demonstrated ability to

work effectively in the classroom. Specifically, we will also consider cultural proficiencies, instructional strengths, and school and districtwide data related to patterns of behavior and attendance to drive staff recruitment. Actual recruitment strategies include posting positions on the district website, posting positions on a local consortium website which is viewed by individuals across the state/region and linked to professional organizations, and reaching out to individuals through personal networks and community organizations. Gardner's principal will play an active role in recruiting personnel to meet the unique needs of students in the school.

(5B) The district, in collaboration with the school leadership, will retain staff based on the following criterion: commitment to school vision, mission, and goals; previous teacher evaluation ratings; relevant/specialized training; and demonstrated ability to work effectively in the classroom. However, because Gardner has opted for a Transformation Plan, and they will be redesigning the learning environment in the building for the fall of 2017, one of the most important retention incentives will be the opportunity for teachers to design and build a new program from the ground up. In addition, district and school leaders are exploring retention incentives such as increased opportunities to collaborate, access to high-quality classroom technology, and incentives from community partners such as the YMCA.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with State academic standards.

> Indicator 6: In your response, detail the process the school used to select an instructional program through a diagnostic process that uses data to identify and implement an instructional program that is researched based and aligned from grade to grade, as well as State academic standards.

Based on a review of state summative, locally adopted, and building generated assessments the principal and teacher-leaders at Gardner have identified increasing academic excellence (in ELA and math) as their second big idea. It is clear that the areas of ELA and math need to be components of the R&R plan and were essential in determining Gardner's priority status. 2015-16 M-STEP data for Gardner indicated that students were 4% to 21% proficient in ELA and 0% to 8% proficient in math depending on grade level. Z-scores in both areas are also negative (-1.80 in math and -1.77 in ELA). This low performance is attributed to students not receiving sufficient, targeted or differentiated Tier I instruction based on their specific learning needs. While other factors certainly played a part in the achievement data, such as access to rigorous – aligned – curriculum, mobility, attendance, and behavior, our initial focus will be to screen, identify, and intervene quickly with low-performing students using an MTSS.

In order to address concerns that arise from these data, Gardner will implement a robust, data-driven, multi-tiered system of support (MTSS) that will begin being rolled out 2016-2017 and will evolve to include additional content areas, more nuanced changes in instruction, and more robust and systemic data collection.

Utilizing current professional learning structures (i.e., PLCs, ILCs, etc.) and instructional programs, we will connect current student data to overall schoolwide performance indicators. Specifically, Gardner will begin intensive implementation of the ELA and math intervention efforts in March of 2017. Over the course of the following year (based on data and student need) efforts will be expanded to include additional literacy interventions and math. The sequencing and pacing of intervention expansion will be driven by data and student needs. The Gardner staff will use data (e.g., M-STEP and AIMSWeb) disaggregated by gender, English language proficiency, students with disabilities, and ethnicity to inform and differentiate instruction.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

> Indicator 7: In your response, describe how the school promotes expectations for regular and ongoing building-wide use of data to differentiate instruction.

In the past Gardner has been efficient and comprehensive in collecting data, however there has only been sporadic use of data. Moving forward Gardner and the district will provide professional support to ensure that teacher use data effectively and regularly. Using schoolwide data (AIMSweb and M-STEP), Gardner will identify strengths and weaknesses in core instruction in order to develop targeted Tier I interventions that will be employed by all teachers. This data will also be used to identify students who need additional supports in Tier II instruction, including ability grouping and further diagnostic testing. Finally, students in need of Tier III interventions will be monitored monthly in order to measure progress and provide intensive supports.

Staff will be trained on a research-based three-tiered model of prevention and intervention. Through an IIBlock, staff will provide high-quality instruction and interventions matched to student needs, monitor progress frequently to make decisions about changes in instruction or goals and apply student response data to important educational decisions. The IIBlock structure allows staff to make instructional decisions in general, remedial, and special education classrooms, creating a well-integrated system of instruction and intervention guided by student data.

Based on students' performance and work samples further training in appropriate interventions for example, PALS, six minute fluency, rocket math, comprehension strategies tool kits, Study Island, and other various research-based interventions will be provided for all staff. The staff will sort and design quarterly instructional interventions for students by grade-level and implement a daily IIBlock utilizing a literacy and math specialists, special education teacher, and student support specialist. The staff will meet regularly in teams once every quarter. During these times staff will receive professional development on the interventions they are implementing and learn how to utilize their data to impact core instruction. Each month a research based strategy will be a focus in the core instruction and monitored through administrative walkthroughs. The data collected on walkthroughs and progress monitoring data will be analyzed during the weekly team meetings to inform implementation.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.

> Indicator 8A: In your response, describe the district's plan to increase core instruction by:
>
> **(a)** adding additional minutes/hours/days in instruction for all core academic subjects, **or**
>
> **(b)** redesigning the current schedule to provide additional student learning time
>
> **(c)** identifying how much time has been allocated

(8A) At Gardner teachers will increase student learning time in multiple ways. First through recapturing existing instructional minutes via the capture and analysis of EDU-SNAP and CLASS data. Specifically, we will use data to identify how instructional time is currently being used. We will increase instructional time by increasing multiple modalities of instruction to allow for deep engagement in learning activities; minimize lesson transitions (via assigning academically-oriented tasks during transition time), use data-driven instruction, and implementing research-based MTSS interventions. A typical instructional day consisting of 5 hours 30 minutes will be observed using the EDU-SNAP lens for a variety of instructional practices, one of which is transition time. So actual instructional time, while appearing to fill the entire 5:30, given the observations, may only account for 5 hours 12 minutes or less. Elimination, or at least reduction, of time spent in transitions can then be used for instruction. In this way, we anticipate recapturing approximately 10 minutes of instruction per day. In order to further maximize instructional time, Gardner is also exploring robust extended year learning opportunities which would minimize the summer learning loss and provide students with additional core support.

> Indicator 8B: In your response, describe the district's plan to ensure enrichment activities will be available for all students by:
>
> **(a)**   adding additional minutes/hours/days in for enrichment activities, **or**

(b) redesigning the current schedule to provide additional time for enrichment activities

(c) identifying how much time has been allocated

(8B) Enrichment opportunities (e.g., Model UN, National Honors Society, Student Government, etc.) will be addressed via emphasis on enrichment activities in all core areas. For example, twice a week for a period of six weeks, teachers will specifically incorporate enrichment activities in two core areas, for at least ten minutes per activity. The next six weeks they will do so in two other core areas, etc. Enrichment will provide students at Gardner with an opportunity to transfer learning in an interdisciplinary fashion. Monitoring this implementation will be accomplished through PLC discussion, walkthroughs, and reporting out structures. Increased enrichment is required for all students. The Gardner staff will continue to explore additional opportunities to provide enrichment through after school, late start programming, and extended year. The district will use the 20% set-aside for these efforts.

Indicator 8C: In your response, describe the district's plan to offer increased collaboration time for teachers by:

(a) adding additional minutes/hours/days in for collaboration time, **or**

(b) redesigning the current schedule to provide additional collaboration time

(c) identifying how much time has been allocated

(8C) Increased teacher collaboration time will be provided by way of teacher professional learning communities. 90 minutes of grade level PLC planning time once every month for an additional 15 hours per school year to examine data and implement the big ideas outlined in this plan. This data analysis will be connected most strongly with but not limited to universal screeners such as AIMSweb. Through professional learning opportunities, the staff will gain a strong set of research-based interventions, and will ensure fidelity of implementation across classrooms through such practices as instructional learning walks, observation checklists, PLCs, looking at student work, and lesson plan review. Gardner also has a late start model to provide teachers with 90 minutes of collaboration time each week (see Appendix A). Loss of instructional minutes, due to late start will be recaptured by extending the school day.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

(9A) Schools in the district implement a wide variety of family and community engagement activities. Minimal evidence of this kind of outreach would be: monthly newsletters, Parent-Teacher Conference attendance; monthly PTO meetings; updated web pages; family nights; involvement of volunteer organizations; community mentoring programs, to name a few. The Gardner plan for parental involvement includes three emphases: Support for ongoing, existing parental involvement activities; increasing structures and support for the PTO; and reframing our efforts to align with the categories noted below. Research indicates there are some key areas to support increased parent and community involvement and identifies the following components of family participation: random, compliance-driven, and student-centered family engagement. Gardner will focus on student-centered family engagement. This type of involvement is strategic, research-based, and data-driven, demonstrating a deep understanding of the community the school serves. As a staff, we have chosen to focus on the following categories of parent and family involvement:
- Caring Relationships: The quality of relationships at the school is among the strongest known predictors of both student academic achievement and teachers; career satisfaction;

- Opportunities for Meaningful Participation: Meaningful participation at school helps cultivate students' autonomy; decision-making and leadership skills; and personal talents and strengths. In fact, teachers in high-performing schools tend to report that influence over decisions is shared among all groups, including students;
- Perceptions of Safety: Schools are perceived as safe when they are free from harassment, bullying, violence, and substance use and are rich in positive supportive relationships and interesting and rigorous opportunities for learning; and
- School Connectedness: Despite challenges in their families and neighborhoods, connected youth look forward to seeing their friends and teachers at school because they feel valued, respected, and supported by them.

We will collect evidence that we are ensuring and building family and community engagement by collecting lists of parent volunteers and their roles, by creating flyers for specific events (including photos), collecting commitment letters from businesses and university partners, and begin a community bulletin board.

(9B) With the understanding that Gardner is committing to sweeping changes in the way we educate our students in addition to the challenging environment our student live within, the staff at Gardner in collaboration with the district, ISD, and community leaders will be implementing complete warp-around services and supports for all students. The leadership team will assist the principals and Student Support Specialist in coordinating supports and activities for students and families. During the 2016-2017 school year, Gardner will explore a future partnership with Communities-in-Schools, a nationally renowned partnership organization. In addition, the Gardner Problem-Solving Team, will be used to discuss both individual students and schoolwide needs for social, emotional, and community services.

The school principal and the Student Support Specialist will coordinate the Problem-Solving team that will closely monitor and assign supports to students that teachers have highlighted as needing additional supports. This team will function as an initial problem-solving team that will direct additional instructional supports for teachers for assisting particular students and/or further provide a referral for cognitive/emotional testing or outside community services. This work is to be done in collaboration with the Lansing School District's Office of School Culture.

The Gardner staff will also concentrate on developing strategies for community supports throughout the year. Gardner will solicit community supports via local churches, mental health centers, and community organizations including but not limited to; Mentors (Kids Hope), Black Family and Child Institute, Stepping Stones, MSU pre-service teachers, business group, Rotary, state workers volunteers, BWL, Jobs Bank, Ingham ISD, Junior Achievement, CASE Credit Union, Family Learning Connections, and Consumers Energy.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

> Indicator 10: In your response describe how the district provides the school with operational flexibility in the areas of staffing, use of time, professional learning and budget. Provide a copy of the addendum to the collective bargaining agreement if necessary.

All of the district's schools have flexibility in the use of their budgets as long as those uses are within the legal parameters of allowable expenditures. Specifically, schools are given significant discretion over their general and categorical spending (including Title 1). This allows schools to put in place student and staff supports aligned to their improvement plans (as well as the big ideas described in this plan). In addition, principals are provided with operational flexibility in regards to the structure of the academic program and right of assignment within the building. Building leaders are invited to sit on interview committees and do have discretion over certain positions. In addition, building leaders have discretion over support personnel such as content coaches (an option provided through the ISD).

Principals also have right of assignment within their buildings as long as teachers are being placed in classroom in which they are highly-qualified.

The district and buildings share the responsibility for deciding upon professional learning topics. With our delayed start program, schools have discretion over 20 of 32 PD sessions. Our district also recognizes the importance of providing buildings with discretion (or operational flexibility) over their PD. As such, buildings are given time to provide support to their staff's around the instructional program outlined in their transformation plans. In addition, buildings are provided time (i.e., staff, department, grade-level, or PLC meetings) to implement their plans initiatives.

The district determines the programming for 4 of 32 PD sessions. That time is dedicated to implementing the district's iCollaborate initiative and core instructional programs. Gardner has significant flexibility in the development and implementation of their school operations. How they spend their Title 1 allocation, their structures supporting teaching and learning, their responses to assessment data all depend upon the district parameters but also rely heavily with the school improvement team and staff agreement. Professional development, teacher collaboration, and staff meetings do, in fact, allow for examination of methods to increase student achievement.

<u>Requirement #11:</u> The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD/RESA, Michigan Department of Education, or other designated external partners or organizations.

> Indicator 11: In your response, describe how the district plans to access and provide supports for the school.

For the elementary schools that have been identified as a Priority School, the district will support it through the iCollobrate (Snapshot) initiative already described herein. Ongoing technical assistance and related support will also be provided through Ingham Intermediate School District. Ingham ISD staff will provide support and assistance for the Transformation Plan, as outlined below:

- Assistance in planning, implementing and evaluating ongoing, high quality, job-embedded Professional Development;
- Professional development needed for Professional Learning Communities;
- Multi-tiered systems of support;
- On-going universal screening;
- On-going progress monitoring;
- Data driven decision-making through the use of a problem solving process;
- Collection, analysis and use of appropriate data;
- Core curriculum and delivery modifications based on data;
- Curriculum realignment to the Common Core State Standards;
- Comprehensive Instructional Reform Strategies include; and
- Ongoing support (financial, resources, data collection, analysis and use, and related training) through MTSS and PBIS initiatives.

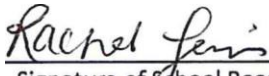District staff responsible for monitoring and supporting the school include:

- Yvonne Caamal Canul, Superintendent, Lansing School District
- Mark Coscarella, Deputy Superintendent, Lansing School District
- Ben Botwinski, Executive Director of School Improvement, Lansing School District
- Delsa Chapman, Executive Director of Student Learning, Lansing School District

SIGNATURE PAGE

DISTRICT: Lansing School District

SCHOOL: Gardner Academy

The redesign plan was written with input from the local teacher bargaining unit and the local superintendent; and is signed by the School Board President or President of the Board of Directors.

Rachel Lewis   2/2/2017

Signature of School Board President or President of Board of Directors   Date

Ms. Rachel Lewis

Printed Name of School Board President or President of Board of Directors

rachel.lewis@lansingschools.net

Email of School Board President or President of Board of Directors

517-755-1010

Phone Number of School Board President or President of Board of Directors

☐   An addendum is necessary for the implementation of the selected intervention model.
Attach an executed addendum for each applicable collective bargaining agreement.

☐   An addendum is not necessary for the implementation of the selected intervention model.

APPENDIX A

Gardner Academy
Lansing School District

During collaboration time the staff at Gardner will utilize a closely monitored and facilitated PLC program focusing on developing skills and knowledge to support the implementation of our big ideas:

1. *Improve Climate and Culture.* The staff at Gardner will build positive behavior and academic expectations with a focus on implementing schoolwide strategies and structures. Gardner staff will develop an understanding of how best to create learning environments that are conducive to the success of all students including intensive training and support related to relationship building and social-emotional health and wellbeing. Emphasis will be placed on job-embedded training and on-going support related to CRPBIS implementation.

   - Training and support for galvanizing staff around the new mission, vision, and goals
   - Training and support in the implementation of a building-wide CRPBIS matrix

2. *Increase Academic Excellence*. The staff at Gardner will implement a multi-tiered system of support (MTSS) in order to increase math and ELA proficiency. Gardner staff will do so by aligning resources and training to design and deliver innovative learning experiences for all students. Teachers will continue to learn how to collect and interpret data that they will use to inform and differentiate instruction in order to better meet unique student needs. Teachers will progress monitor student learning using AIMSweb to provide tiered supports when needed to address skills and content that may be lagging in comparison to the goals and objectives outlined within the Michigan Curriculum Standards and district-developed pacing guides.

   - Training and support in the use of data to differentiate instruction and provide tiered interventions.
   - Training and support in research-based Tier 1 strategies.

3. *Increase Student Engagement and Civic-Mindedness.* The staff at Gardner will implement schoolwide leadership and enrichment opportunities in conjunction with nationally reputatble leadership programs in order to increase student engagement, increase civic-mindedness, and expose students to career and college opportunities.

   - Training and support in the use of leadership and civics-based curriculum integration.
   - Training and support in student engagement strategies.

DRAFT * Gardner Professional Learning Calendar * DRAFT
Summer of 2017 to June of 2018

Date	Topic	Big Idea Connection	Who is responsible?
Summer 2017 (1)	Curriculum Integration & Engagement	Student Engagement	School Leader
Summer 2017 (2)	CRPBIS	Climate & Culture	District & School Leader
Summer 2017 (3)	MTSS & Interventions	Academic Excellence	District & IISD
September (1)	CRPBIS	Climate & Culture	District & School Leader
September (2)	CRPBIS	Climate & Culture	District & School Leader
September (3)	MTSS & Interventions	Academic Excellence	District & IISD
September (4)	Curriculum Integration & Engagement	Student Engagement	School Leader
October (1)	Curriculum Integration & Engagement	Student Engagement	School Leader
October (2)	MTSS & Interventions	Academic Excellence	District & IISD
October (3)	CRPBIS	Climate & Culture	District & School Leader
October (4)	Optional	TBD	TBD
November (1)	CRPBIS	Climate & Culture	District & School Leader
November (2)	Curriculum Integration & Engagement	Student Engagement	School Leader
November (3)	Curriculum Integration & Engagement	Student Engagement	School Leader
December (1)	MTSS & Interventions	Academic Excellence	District & IISD
December (2)	iCollaborate	Academic Excellence	District & IISD
January (1)	CRPBIS	Climate & Culture	District & School Leader
January (2)	Curriculum Integration & Engagement	Student Engagement	School Leader
January (3)	Curriculum Integration & Engagement	Student Engagement	School Leader
January (4)	Optional	TBD	TBD
February (1)	CRPBIS	Climate & Culture	District & School Leader
February (2)	MTSS & Interventions	Academic Excellence	District & IISD
February (3)	Curriculum Integration & Engagement	Student Engagement	School Leader
February (4)	Curriculum Integration & Engagement	Student Engagement	School Leader
March (1)	MTSS & Interventions	Academic Excellence	District & IISD
March (2)	MTSS & Interventions	Academic Excellence	District & IISD
March (3)	Optional	TBD	TBD
March (4)	Curriculum Integration & Engagement	Student Engagement	School Leader
April (1)	CRPBIS	Climate & Culture	District & School Leader
April (2)	iCollaborate	Academic Excellence	District & IISD
April (3)	Optional	TBD	TBD
May (1)	Curriculum Integration & Engagement	Student Engagement	School Leader
May (2)	CRPBIS	Climate & Culture	District & School Leader
May (3)	MTSS & Interventions	Academic Excellence	District & IISD
May (4)	MTSS & Interventions	Academic Excellence	District & IISD
June (1)	Optional	TBD	TBD

Note: This calendar is a draft and, as such, is subject to changes based on facilitator availability and needs of the students.